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AUTHOR Frame, Laurence
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ABSTRACT

This workbook focuses on mathematics related to baseball, and is designed to work along with standard student interest in the sport. The material is designed to be introduced by the teacher to students during March, a period when pupils are known to traditionally show less interest in school work. A large portion of the workbook relies on information that is to be obtained by the teacher from the major league teams, such as current team rosters. The document is designed to be a motivating skill-builder in both mathematics and the language arts. (MP)

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BASE◎MATICS

SE 035 578

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1978

1. Get a Major League team roster. Write down each player's name by his number. Start with the player with the smallest number.

Team Name _____

NUMBER (NO.)	NAME LAST, FIRST	NO.	NAME	NO.	NAME

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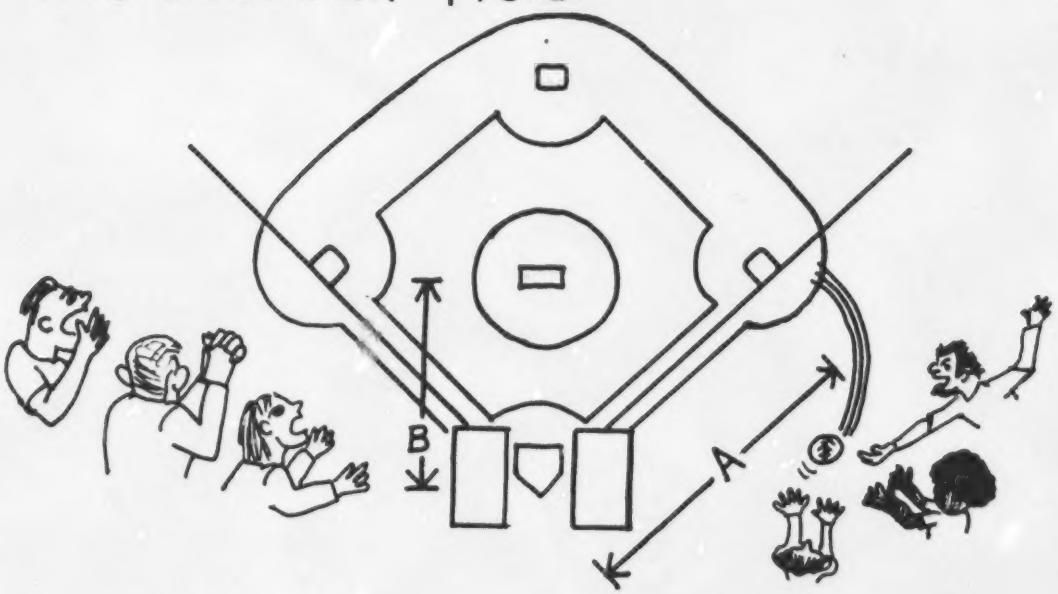
2. Add all the players' numbers from problem #1. Write your answer _____.

3. Put the correct measurements in this baseball field.



A= _____ feet B= _____ ft.

4. Change the above measures to inches.

A= _____ inches B= _____ in.

5. Change the above to yards.

A= _____ yards B= _____ yds.

6. Change the field measurements to approximate meters.

A= _____ meters B= _____ m.

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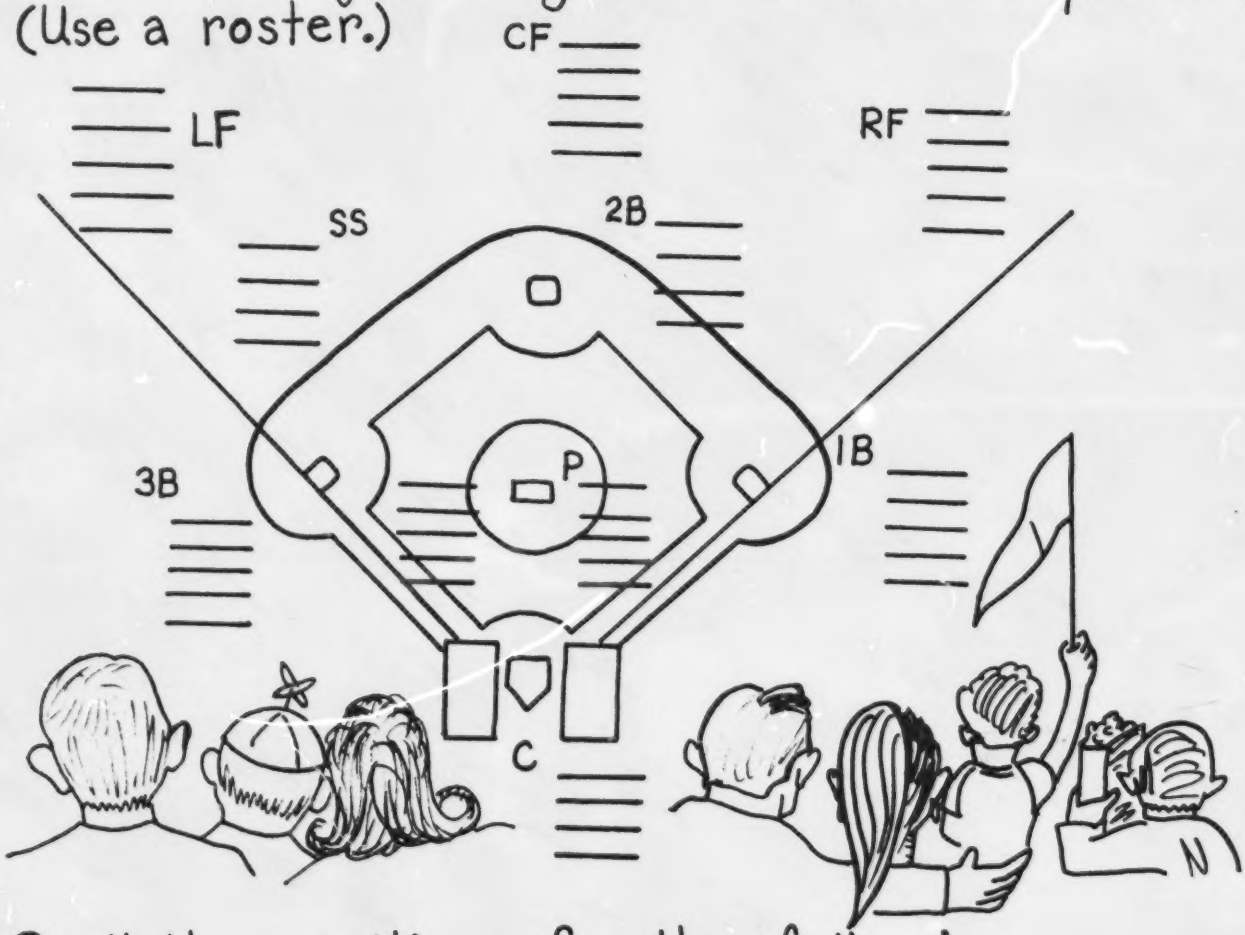
7. Write the numbers of the players on your favorite Major League team at their positions. (Use a roster.)



8. Spell the positions for the following:

C _____ P _____

1B _____ LF _____

2B _____ CF _____

SS _____ RF _____

3B _____

©LF

9. Look at problem #1. Write down each player's number and spell the word for it.

No.	Number Word	No.	Number Word	No.	Number Word

© UF

10. Write the ordinal numbers for the nine innings. Then write their abbreviations.

NUMBER	ABBREV.	NUMBER	ABBREV.

11. Write the number, the ordinal number word and its abbreviation for the numbers in #1

NO.	NUMBER (WORD)	ABBREV.	NO.	NUMBER (WORD)	ABBREV.	NO.	NUMBER (WORD)	ABBREV.

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12. Write each player's name by his age. Begin with the youngest (smallest number) age. Write each player's birthdate by number. Then, spell it out. Use a roster of a Major League team.

TEAM NAME _____

PLAYER (or STUDENT NAME) LAST NAME, FIRST	AGE	BIRTHDATE IN NUMBERS	BIRTHDATE SPELLED OUT (MONTH) (DAY) (YEAR)

©LF

13. Write the name and age of a young player, a younger player, and the youngest player. (work from problem # 12.)

	PLAYER NAME	AGE	BIRTHDATE IN NO's.
YOUNG			
YOUNGER			
YOUNGEST			

14. Do the same for an old player.

OLD			
OLDER			
OLDEST			

15. Repeat exercise #12 only fill in a chart for the students in your class. Use another chart like p.6

16. Repeat exercises #13,14 only fill in a chart for the students in your class.

	STUDENT NAME	AGE	BIRTHDATE IN NO'S.
YOUNG			
YOUNGER			
YOUNGEST			
OLD			
OLDER			
OLDEST			

17. How much younger are you from the youngest player? ____ yrs.
18. How much younger are you from the oldest player? ____ yrs.

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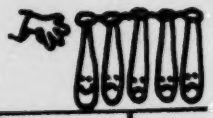
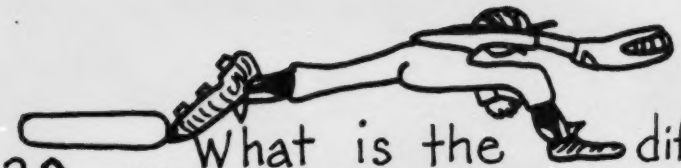
19. 

PLAYER (or student)	AGE	BIRTHDATE IN NUMBERS	BIRTHDATE SPELLED OUT



20. What is the difference between the oldest and youngest player? _____ years.

21. What is the difference in age between the oldest and youngest student? _____ years.

22. What is the difference between the youngest player and the youngest student? _____ years.

23. What is the difference between the oldest player and the oldest student? _____ years.

24. What is the difference between the oldest player and the youngest student? _____ years.

25. What is the difference between the oldest student and the youngest player? _____ years.

26. Write the months of the year and their abbreviations, in order.

	(MONTH NAME)	(ABBREVIATION)		(MONTH NAME)	(ABBREVIATION)
①			⑦		
②			⑧		
③			⑨		
④			⑩		
⑤			⑪		
⑥			⑫		

© LF

27. Make a birthdate chart of the months that the players were born in. (Color in the blocks.)

NO. OF PLAYERS	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
14												
13												
12												
11												
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

28. Which month were most of the players born in?

_____.

29. Which month were the fewest players born in?

_____.

30. How many players were born in your month?

_____.

31. Check back to problem #12. Write the names and dates of the players born on the same month and day.

PLAYER	PLAYER	DATE

©SF

32. Make a birthdate chart of the months that the students in our class were born in. (Color in the blocks.)

No's.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
14												
13												
12												
11												
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

33. Which month were most of the students born in?

_____.

34. Which month were the fewest students born in?

_____.

35. How many students were born in your month?

_____.

36. Check back to problem #15. Write the names and dates of the students born on the same month and day.

STUDENT	STUDENT	DATE

©VF

37. List the players who were born on a holiday. Write the holiday after the player.

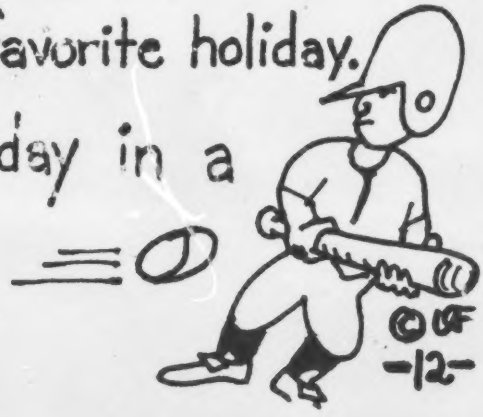
PLAYER	HOLIDAY BORN ON

38. List the students who were born on a holiday. Write the holiday after the student.

STUDENT	HOLIDAY BORN ON

39. Write a report about your favorite holiday.

Write a report about a holiday in a foreign country.



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40. How old are all the ages of the players added together? _____ years. (yrs.)
41. What is the average player age? _____ yrs.
42. What thing in history either living or non-living in the world can you compare the ages of #40 to? _____.

43. How old are all the ages of the students added together? _____ years.
44. What is the average student age? _____ yrs.
45. Are you above or below the average? _____.
46. What thing in history either living or non-living in the world can you compare the ages of #43 to?

_____

47. Make a story using the two things you "created" from answer #42 and answer #46 !!

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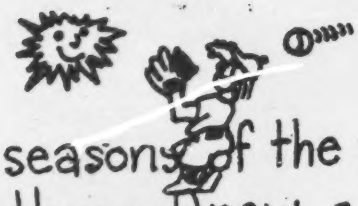


48. Name the four seasons of the year and the months that go with them. Draw a baseball around the season that baseball starts in.

SEASON _____ _____ _____ _____

MONTHS: _____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

49. Which season were most of the players born in?

_____.

50. Which season were most of the students born in? _____.

51. Which season were you born in?

_____.

52. Compare birthdate charts of the players and students. Write how the charts are alike.

_____

_____.

53. Write how the charts are different.

_____

_____

_____.

VF©

54. Fill in a box score of a Major League game.

TEAM	1	2	3	4	5	6	7	8	9	10	11	12

55. By how many runs did the winners win?

56. Write in ordinal numbers, the inning that both teams scored the most runs._____.

57. Write in ordinal numbers, the inning (or innings) that both teams scored the fewest runs.

_____, _____, _____,
_____, _____, _____.

58. Write the name of the player(or players) who was at bat(ab) the most times._____ No. of ab___.

59. Write the name of the player who scored the most runs(r)._____ No. of runs___.

60. Write the name of the player who made the most hits.(h)_____ No. of hits___.

61. Write the name of the player who made the most runs batted in.(bi)_____ No. of rbi's___.

62. Write the name of the player who made the most total bases._____ No. of bases___.

©LF

63. From the same game, fill in the boxes for the team that had the most. Also, compute how much more they had.

TEAM	HOW MUCH MORE
ab	
r	
h	
bi	
Errors (E)	
Double Plays (DP)	
Left on Bases (LOB)	
Doubles (2B)	
Triples (3B)	
Homeruns (HR)	
Stolen Bases (SB)	
Total Bases	

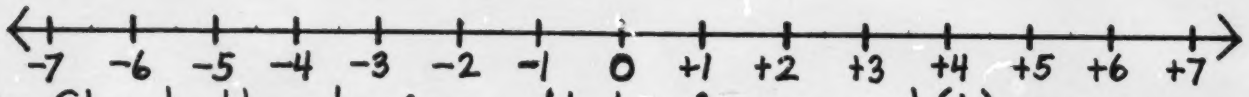
©LF

64. Fill in the boxes for combined pitching by a team (that had the most).

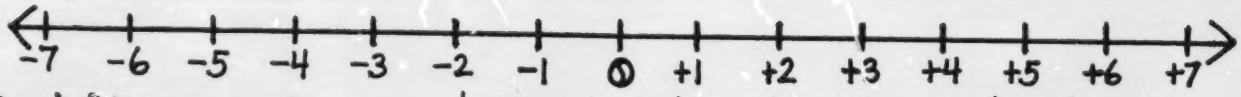
	TEAM	HOW MUCH MORE
Most innings pitched (IP) by a starting pitcher		
Most innings pitched by combined relief pitchers		
Most hits (H) given up (combined pitchers)		
Most runs (R) given up (combined pitchers)		
Most earned runs (ER) given up (combined pitchers)		
Most walks (BB) given up (combined pitchers)		
Most strikeouts (SO) pitched (combined pitchers)		

©

65. Look at the pitchers' win, loss records. Chart the winning pitcher's record (W) on a number line with wins as positive integer movements and losses as negative integer movements. (Wins are the numbers before the hyphen, losses are the numbers behind the hyphen.)



66. Chart the losing pitcher's record (L) on a number line.

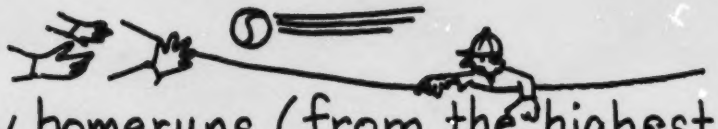


67. After you have done both charts, which pitcher has the best record? _____

68. Look at the players who hit homeruns. (HR). Their current season's total is written inside the parenthesis. Write down the player's name and the ordinal number of the latest homerun he has hit.

Name	ordinal number of his homerun

© VF



69. How many homeruns (from the highest ordinal number in problem # 69) is this player behind Roger Maris' homerun record of 61 ? _____.

70. How many years would the player in problem#70 have to play to go ahead of the all time homerun mark of 755 held by Hank Aaron? _____.

71. What was the length of time that the game from problem #54 took to play?

hours _____ minutes _____

72. If you round off this time, about how many hours did it take to play? _____ hrs.

73. List some other activities that you could stay seated for the same amount of time to watch. _____, _____, _____.

74. In your classroom, what classes (or activities) would you prefer to attend during this same length of time? _____, _____, _____.

75. Please state your reasons why.

_____

_____

_____

_____

©IF -19-

76. What classes (or activities) would you prefer not to attend during this time?

_____, _____, _____.

77. Please state your reasons why. _____

_____

_____.

78. Write your class schedule. Write down the time that each class (or subject or activity) takes by the way that you would write the time a baseball game takes.

SUBJECT	TIME FOR EACH
	:
	:
	:
	:
	:
	:
	:
	:
TOTAL TIME	:

79. Add up the total time of all the games played in the American League. __:__. (Use the same sport's page newspaper as in problem #54.)

80. Add up the total time of all the National League games. __:__.

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81. Which league had the most amount of total playing time? _____. Amount of time ___:___.

82. Round this off to the closest hour. _____ hrs.

83. What fraction of a day was this answer? ___

84. How much more time did the league in problem # 81 have than the other league? ___:___

85. What fraction of a day was the total playing time of the league with the less amount of time? ___

86. Make a chart for a week's games of average playing time (per team) between American and National League teams. (Use a straight line for the American and dotted line for the National League)

HOURS	Su.	M	T	W	Th.
6					
5					
4					
3					
2					

87. Which day were the average playing times for games in both leagues longer?

_____

©MF

88. From problem # 86, which day were the average games shorter? _____.

89. Can you write a good reason why the games were shorter on this day? _____
_____.

90. From problem #54, write the attendance (A) of the game. _____.

91. Now, spell this number.
_____

92. Now, round-off this number to the closest thousand. _____

93. From the newspaper used in problem #86, add the attendance of your favorite team for the days:

Sunday
Monday
Tuesday
Wednesday
Thursday+ _____
Total=

94. Which day was the attendance the lowest?

95. Write why you think it was. _____
_____

-22-

96. From problem #93, which day was the attendance highest ? _____.

97. Write why you think it was. _____

_____.

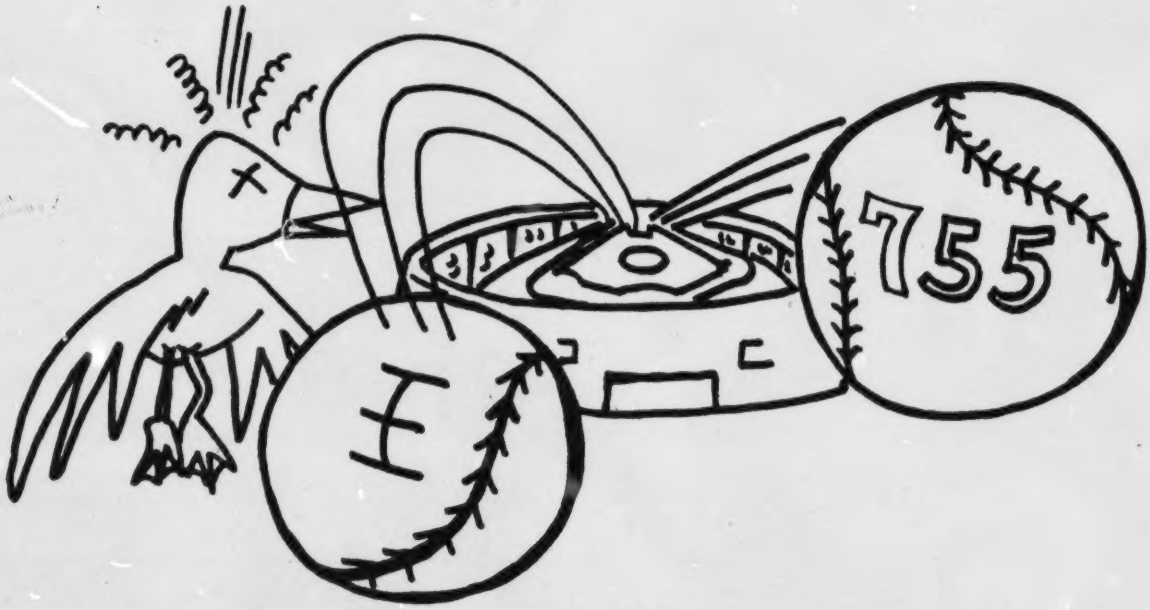
98. Pick another team you don't like. Add their attendance for the same days (like #93) and the totals with your favorite team.

a. Which team had a greater attendance? _____.

b. How many more people saw this team play? _____.

99. During this same time (from #93) which league had the greatest attendance? _____.

100. How many more people watched the games in this league? _____.



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101. Look at the roster of your favorite team. Arrange each player by his height. Begin by listing the shortest to the tallest player.

Player	feet	inches
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.	26	
20.		

© LF

102. Chart the players height by their positions. Use the following symbols:

Outfielders (OF- lf, cf, rf): ———————

Infielders (IF- 1b, 2b, ss, 3b): - - - - - - - - - -

Catchers (c): ••••••••

Pitchers (P): ~~~~~~~~~~

	5'5"	5'6"	5'7"	5'8"	5'9"	5'10"	5'11"	6'	6'1"	6'2"	6'3"	6'4"	6'5"	6'6"
10														
9														
8														
7														
6														
5														
4														
3														
2														
1														
0														

103. What position has the most tall players?

———————————.

104. What position has the most short players?

———————————.

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105. What position does our teacher's height go into on the chart? _____.

106. Chart the students in our class by their height Use - - - for boys and .... for girls.

	5'5"	5'6"	5'7"	5'8"	5'9"	5'10"	5'11"	6'	6'1"	6'2"	6'3"	6'4"	6'5"	6'6"
10														
9														
8														
7														
6														
5														
4														
3														
2														
1														
0														

107. Who are the tallest ? _____.

108. What is the average height ? _____.

109. What position does this average height fit into? _____.

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110. What is your height ?_____.

111. What position do you "fit" into?_____.

112. From the roster, how many players bat right handed (R)?_____.

113. How many bat left handed (L)?_____.

114. Which way do most players on the roster bat ?_____.By how many more?___

115. Which way do you bat ? _____.

116. How many players throw right handed ?____.

117. How many throw left handed ?_____.

118. Which way do most of the players throw ? _____.

119. How many more throw this way ?_____.

120. What is the percentage (%) of the following:

a. right handed batters (R)_____.

b. batters (L) _____

c. throwers (R)_____

d. throwers (L) _____

e. batters (R) and throwers (R) _____

f. batters (L) and throwers (L)_____

g. bat (R), throw (L) _____

h. bat (L), throw (R)_____

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121. Write the following ratios from the roster:

	FRACTION	DECIMAL
a. bat (R)	___	.
b. bat (L)	___	.
c. throw (R)	___	.
d. throw (L)	___	.
e. bat (R), throw (R)	___	.
f. bat (L), throw (L)	___	.
g. bat (R), throw (L)	___	.
h. bat (L), throw (R)	___	.

122. What is the probability of this starting nine that a player will:

a. bat (R), throw (R) :

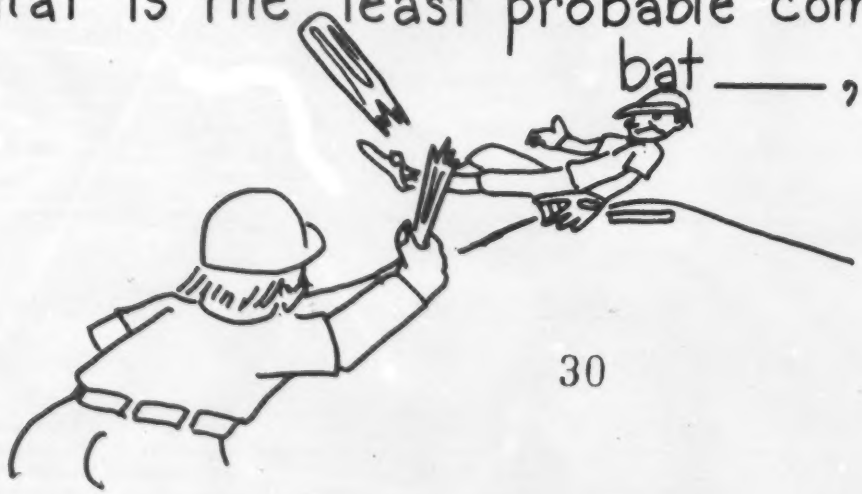
b. bat (L), throw (L) :

c. bat (R), throw (L) :

d. bat (L), throw (R) :

123. What is the most probable combination?
bat____, throw____.

124. What is the least probable combination?
bat____, throw____.



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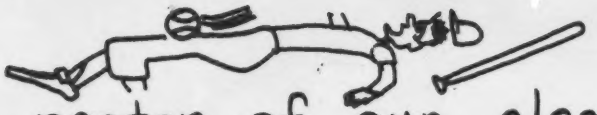

125. Make a roster of our classmates:

NAME	BATS	THROWS	WRITES	HEIGHT Feet(')inches(")

126. How many students bat (R)? _____.

127. How many students bat (L)? _____.

128. Which way do most of our students bat? ___.

129. How many students throw (R)? _____.

130. How many students throw (L)? _____.

131. Which way do most of our students throw? ___.

132. What is the percentage (%) of the following:

a. batters (R) _____ b. batters (L) _____

c. throwers (R) _____ d. throwers (L) _____

133. Write the following student ratios:

	FRACTION	DECIMAL
a. bat (R)	___	.
b. bat (L)	___	.
c. throw (R)	___	.
d. throw (L)	___	.
e. writes (R)	___	.
f. writes (L)	___	.

134. What is the probability of a student in our class of 25 students:

a. writing (R) :

b. writing (L) :

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135. Write > or < from the following scores:

Boston 10 California 17

New York 20 Detroit 12

Cincinnati 8 San Francisco 10

136. Fill in > or < from all the scores in a newspaper.

RUNS > OR <	RUNS	RUNS > OR <	RUNS

137. Write the scores of the games in # 135 in base 5:

Boston	California
New York	Detroit
Cincinnati	San Francisco

138. Convert the following scores from base 2 to base ten:

Chicago 1000_{two} (vs.) Kansas City 11_{two}

_____ ten _____ ten

San Francisco 2001_{two} (vs.) Los Angeles 1111_{two}

_____ ten _____ ten

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139. Convert the box scores from a newspaper to base three. First, write the actual score.

Score		SCORE		Score		SCORE

Now, convert the scores to base three.

Score		SCORE		Score		SCORE

140. From a newspaper, find your best team's box score from a nine inning game. What fraction of the game were runs from both teams scored? (For each inning a run was scored, add this to the numerator. Your denominator is 9.) What is your fraction? $\frac{\quad}{9}$

141. Write down your team's pitchers and the innings they pitched (IP). With a colored pencil, color each pitcher a different color in his box.

NAME	COLOR		IP

©CF

142. Plot each pitcher's time that he pitched (from #141) by using the corresponding pitcher's color to fill in his part that he pitched (from #141).

143. Make a computation for the base advancement that the following hits give:

	DECIMAL	FRACTION
a. single=	.	$\frac{}{4}$
b. double=	.	$\frac{}{4}$ or $\frac{}{2}$
c. triple=	.	$\frac{}{4}$
d. homerun=	.	$\frac{}{4}$ or $\frac{}{1}$

©

144. Arrange the following batting averages in a list: .209, .313, .115, .456, .423, 1.000

.____

.____

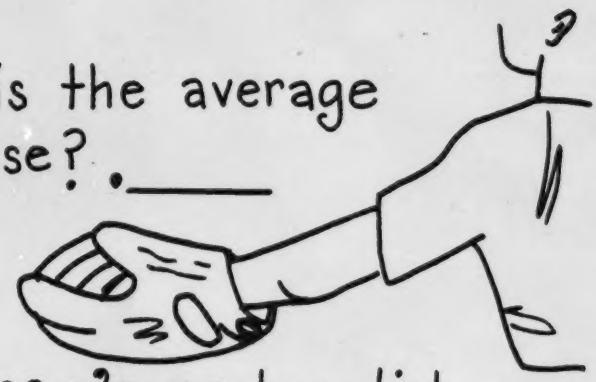
.____

.____

.____

.____

145. What is the average of these? .____



146. From your favorite team's roster, list the top ten players' batting averages starting from the lowest to the highest.

PLAYER	BATTING AVERAGE (BA.)
	.
	.
	.
	.
	.
	.
	.
	.
	.
	.

147. What is their average batting average? .____

©LF

148. From #140, figure out each player's batting average. (Divide a player's AB into his H) (Carry 3 places)

NAME	AB	H	BATTING AVERAGE
1.			.
2.			.
3.			.
4.			.
5.			.
6.			.
7.			.
8.			.
9.			.

149. Figure out the team's batting average.

TEAM	AB	H	BA.
			.

150. Now, change the batting averages from # 148 into fractions:

1. = $\frac{\quad}{1000}$
2. = $\frac{\quad}{\quad}$
3. = $\frac{\quad}{\quad}$
4. = $\frac{\quad}{\quad}$
5. = $\frac{\quad}{\quad}$
6. = $\frac{\quad}{\quad}$
7. = $\frac{\quad}{\quad}$
8. = $\frac{\quad}{\quad}$
9. = $\frac{\quad}{\quad}$

©UF

151. From the Sunday sport page, list the players with the top ten batting averages. Then, change their B.A. to a fraction. (Use either major league.)

NAME	AB	H	BA	FRACTION
			.	$\frac{\quad}{1000}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$
			.	$\frac{\quad}{\quad}$

152. A major league baseball team operation is a big business. If you are an accountant (bookkeeper) for your favorite team, itemize the following by putting an A if it is an asset and an L if it is a liability.

___ ticket sales	___ popcorn	___ uniforms
___ scorecards	___ baseballs	___ TV games
___ promotions	___ stadium lights	___ stadium rent

©DF

152b. Prepare a balance sheet for the San Francisco Giants. Use today's date.

Assets

Ticket sales	$30,500.00
Soda sales	2,000.00
Pop Corn sales	1,500.00
Hot Dogs sales	750.00
Scorecards sales	375.00

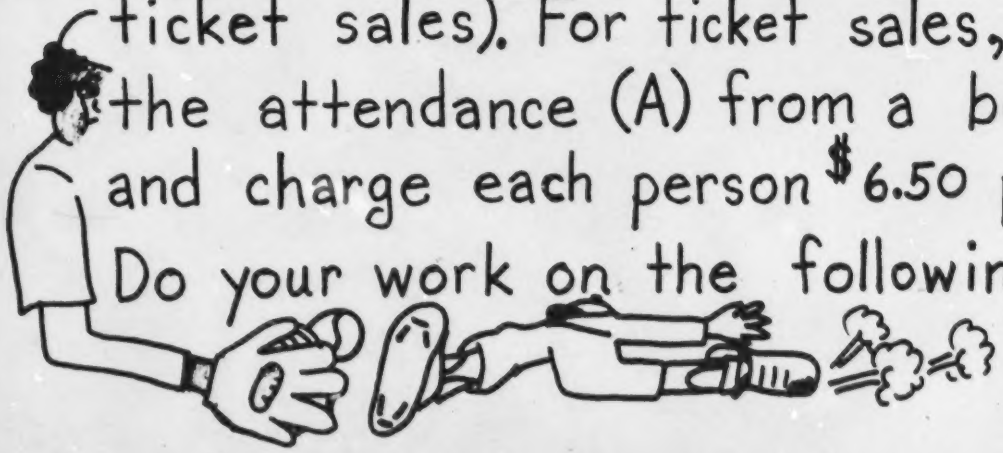
Liabilities

Baseballs, Bats	$272.00
Uniform Cleaning	250.00
Stadium Rental	5000.00
Lighting	4500.00
Salaries	20,000.00

152c. Use the balance sheet form on the following page.

©LF

153. Prepare a balance sheet for your favorite team. Use the same assets and liabilities as in # 152b (except for ticket sales). For ticket sales, find out the attendance (A) from a box score and charge each person $6.50 per ticket. Do your work on the following page.



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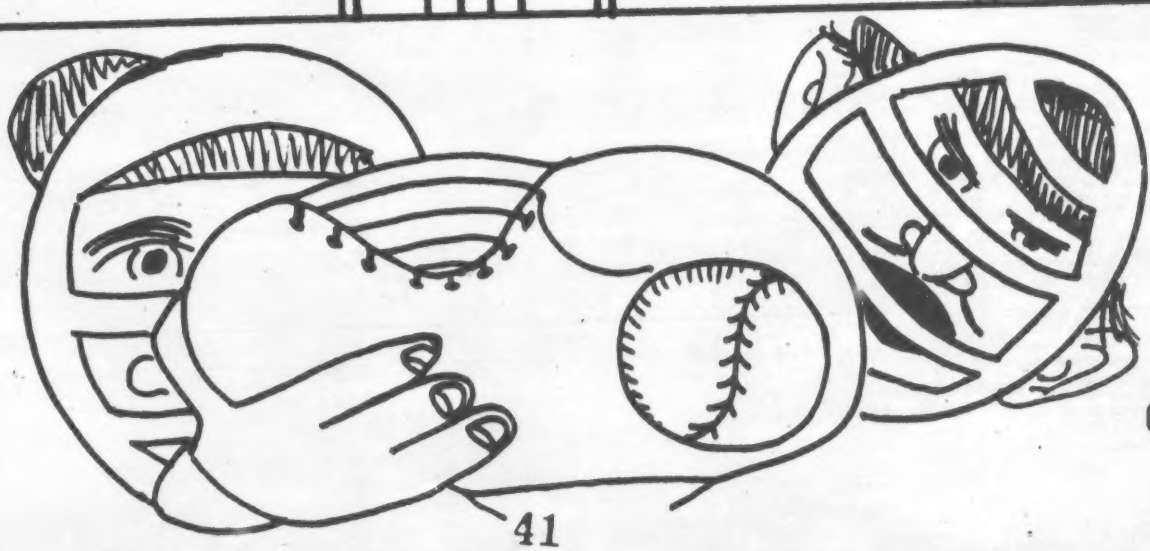
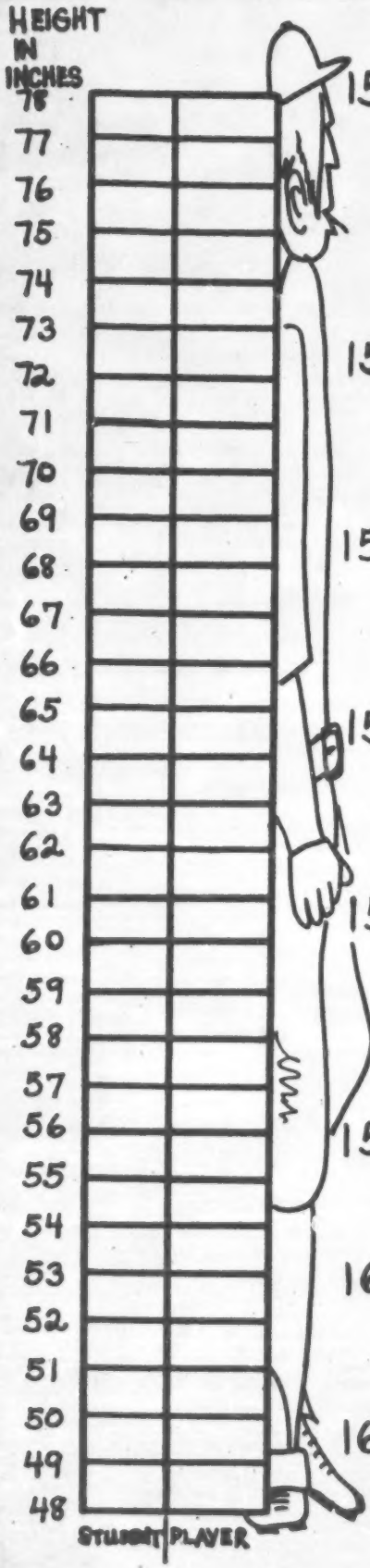
153b.



© LSF



154. Chart the height of the shortest student (in one color). Chart the height of the tallest player (in another color).

155. How many blocks did you color for the student? _____.

156. How many blocks did you color for the player? _____.

157. Make a ratio for the student to player height. :

158. Make a ratio fraction. —
(Write the fraction in its lowest terms.)

159. Change the ratio fraction to a decimal. .

160. Make a ratio for the player to student height. :

161. Make a ratio fraction. —

©UF
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162. At a spring training camp, you, as the big league manager, combined the team you worked with in #121 with two other minor league teams who have the same L-R ratio as your roster team. What would be the ratio proportion of the combined three teams for the following:

a. L to R batting ___ x 3 = ___

b. R to L batting ___ x 3 = ___

c. L to R throwing ___ x 3 = ___

d. R to L throwing ___ x 3 = ___

163. Find out the number of classes in our school. If our class was the standard L-R proportion for our school, (see #133 e,f,), what would be the ratio proportion of our school for students who:

a. write (L)

b. write (R)

©LF

164. What would be the probability of a student entering our school to write:

a. lefthanded

b. righthanded

165. When captains from two teams flip a coin to see what team will bat first, what is the probability of the coin landing:

a. heads :

b. tails :

166. Flip a coin 50 times and record the results.

a. heads ____

b. tails ____

167. Were your results within the Law of Probability?____

168. Raul is batting .300, 30 hits in 100 at bats. How many hits would he probably get in his next 10 ab?____

©UF

169. Willie has hit 18 homeruns in 252 at bats. How many more homeruns will he probably hit during his next:

a. 14 ab? ____.

b. 42 ab? ____.

c. 84 ab? ____.

170. Willie will be at bat approximately 190 more times. The homerun record is 30. Do you think he will probably break it? Show your work:
(yes, no)

171. If you played "dice-baseball" with one die, and ⚀ was a homerun, what would be the probability of rolling a one? :

172. If ⚁ and ⚂ were outs, what would be the probability of rolling an out? :

173. If you rolled the die 60 times, about how many times will ⚀ come up?

©LF

174. When you "play" baseball with both dice, you make an out each time [•] is rolled.

If you roll the dice 36 times, how many times should [•] come up? _____.

175. To solve this, list below the possible combinations (ordered pairs) of the numbers found on two dice. Follow the examples below.

	•	• •	• • •	• • • •	• • • • •	• • • • • •
•	1	1,2				
• •						
• • •						
• • • •						
• • • • •						
• • • • • •						

176. If any combination of 7 is a "double play", what is its probability in 36 rolls? :

©LF

-44-

177. If you are managing, what are the possible arrangements (or order) that you can:

a. put one bat on a bat rack? _____. (alone)

b. have 2 players play "pepper"? _____.

c. place 5 players on a relay race team? ____.

d. use 7 reiief pitchers? _____.

e. write the batting order (9 players)? _____.

f. play 15 players during a game? _____.

Number of things, or persons	The situation	Ways to arrange things or persons	Total possible arrangements
1	bat	1	1
2	two players	2 x 1	2
5	5 players	5 x 4 x 3 x 2 x 1	120

©GF

178. Write the following statistics from the following players in scientific notation:

a. Ho Kim, 100 hits (H)= _____.

b. Pablo Torres, 200 runs scored (R)= _____.

c. Burt Batter, 10,000 at bats (AB)= _____.

179. For the following seasons, Suki Slammer hit the following homeruns: $3^3 + 5^2 + 4^3 + 2^6$. How many did he hit in those four seasons? ____

180. Chip Crackbat's batting average is $200 \cdot 10^{-3}$ in scientific notation. What is his decimal average?

. _____

181. For every 20 ab, how many hits will he make?

_____ hits.

182. Convert the following scientific notations into decimal batting averages: $400 \cdot 10^{-3} =$

$250 \cdot 10^{-3} =$ $385 \cdot 10^{-3} =$ $25 \cdot 10^{-3} =$

183. Convert the following batting averages into scientific notations: .240=

.456= .023= .006=

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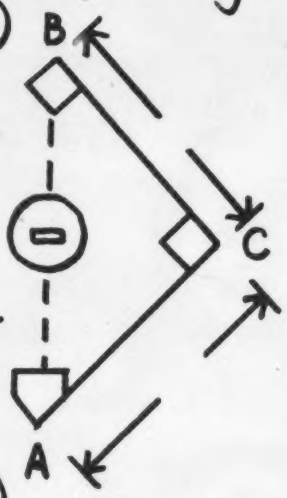
184. Approximately how far does the catcher have to throw the ball to second base to throw out a runner stealing from first? _____ ft.

185. Triangle ACB covers ½ of the major league infield. (From catcher to 1st base to 2nd base)



a. This triangle is a _____ triangle.

b. Write your reason why:

_____

_____

186. Write in the distance (in the triangle) between catcher (point A) and first base (pt. C). _____ ft.

187. Do the same for the distance between first (pt. C) and second base (pt. B). _____ ft.

188. Now write the Law of Pythagorus:

_____

_____

_____

189. In the above triangle, what line represents the hypotenuse in the Pythagorus Law? _____

©UF

190. The Law of Pythagorus in algebraic terms is written: $c^2 = a^2 + b^2$

a. From the triangle of # 185, find the value of c^2. Thus $c^2 =$ _____ square feet.

191. What number, when squared, comes closest to the answer above? _____ Place this answer in # 185.

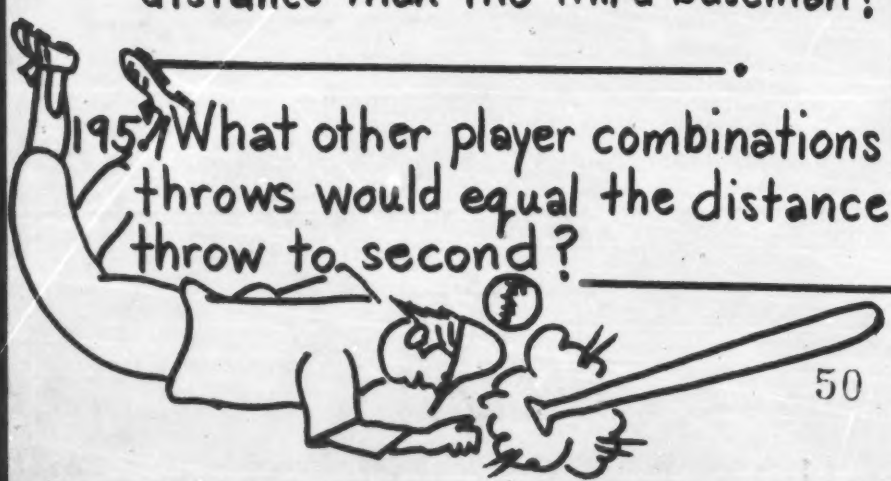
192. Using another point (D) for third base, draw your own right triangle in the box below to find the approximate distance the third baseman has to throw the ball to reach the first baseman.

193. What is the line of this hypotenuse? _____.

194. In these problems, did the catcher throw the same, greater, or lesser distance than the third baseman?

_____.

195. What other player combinations throws would equal the distance of the catcher's throw to second? _____



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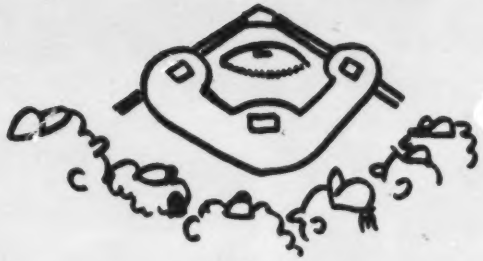
SCOREBOARD



Guess the score of the national *Saturday TV Baseball Game of the Week. Write the score by innings and include the total runs (R), total hits (H), and total errors (E) for both teams.

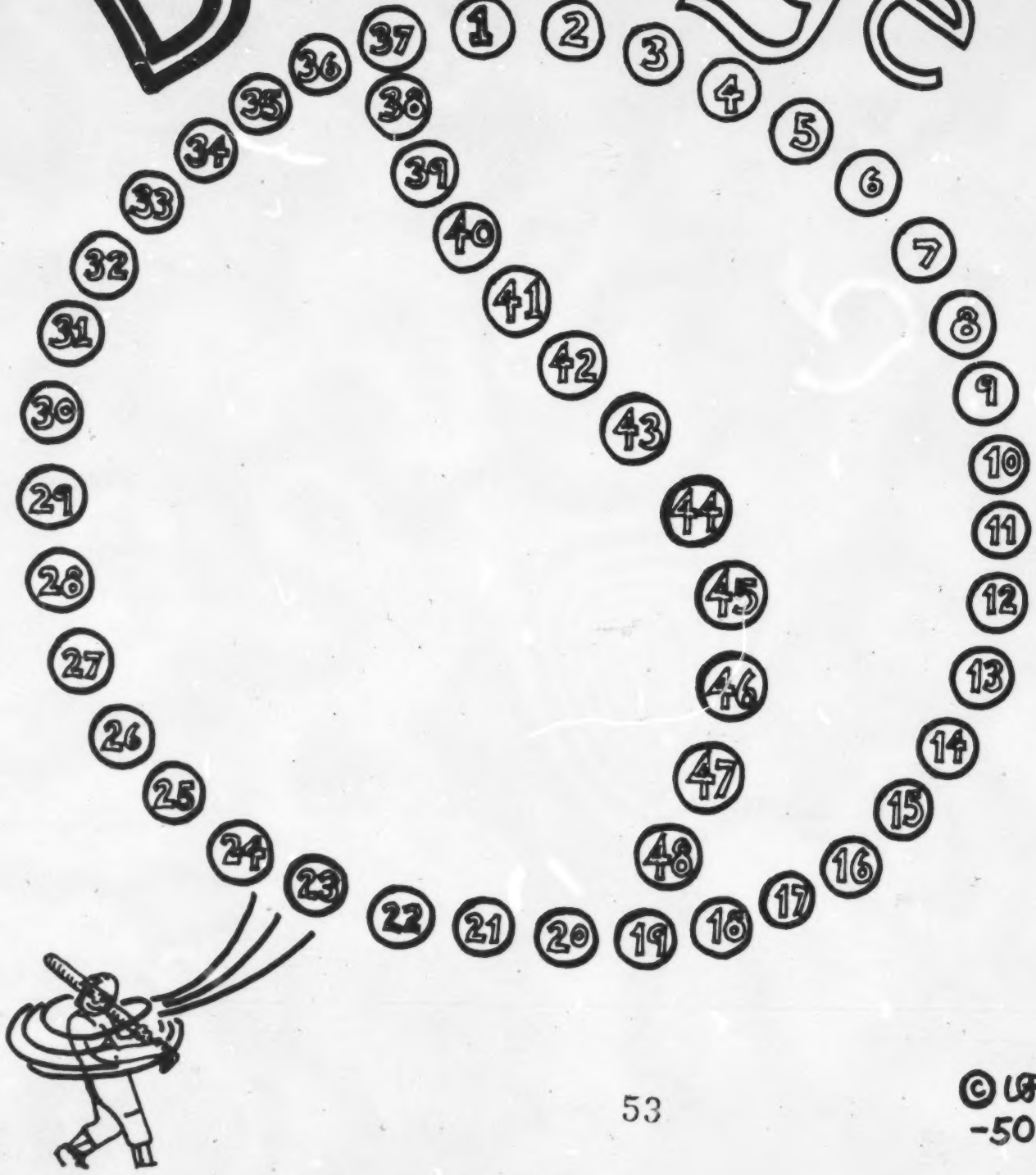
	1	2	3	4	5	6	7	8	9	10	11	12	R	H	E
51															

ATT:

52

*(or Monday Night national Game of the Week)

Base-age



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